

COLUMBIA HIGH

1701 Westchester Dr.
Columbia, S. C. 29210

GRADES 9-12 High School

ENROLLMENT 864 Students

PRINCIPAL Dr. MiUndrae Prince 803-731-8949

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of High Schools with Students like Ours

Excellent**Good****Average****Below Average****Unsatisfactory**

8

13

6

3

0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Good	Excellent	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	59.2	N/A	N/A	71.4	N/A	N/A
Passed 1 subtest	19.4	N/A	N/A	14.7	N/A	N/A
Passed no subtests	21.5	N/A	N/A	13.9	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	95.9%	94.4%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	7.1	10.7
Seniors who met the SAT/ACT requirement	7.1	10.9
Seniors who met the grade point average	53.8	44.8

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	176	181
Number of Diplomas	144	131
Rate	81.8%	73.3%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	172	95.9	169	7.1	176	81.8	YES
Gender							
Male	71	97.2	71	9.9	75	80.0	N/A
Female	100	95.0	98	5.1	101	83.2	N/A
Racial/Ethnic Group							
White	7	100.0	4	I/S	4	I/S	N/A
African-American	163	96.3	164	6.7	170	82.4	
Asian/Pacific Islander	1	I/S	0	N/A	1	I/S	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	170	95.9	155	7.7	154	86.4	N/A
Disabilities other than speech	2	I/S	14	0.0	22	50.0	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	165	95.8	169	7.1	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	165	95.8	169	7.1	176	81.8	N/A
Socio-Economic Status							
Subsidized meals	46	95.7	115	0.0	66	74.2	N/A
Full-pay meals	119	95.8	54	22.2	110	86.4	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	208	94.7	24.0	32.8	24.6	18.6	52.5	YES	YES
Gender									
Male	104	92.3	30.3	29.2	20.2	20.2	49.4	N/A	N/A
Female	104	97.1	18.1	36.2	28.7	17.0	55.3	N/A	N/A
Racial/Ethnic Group									
White	13	92.3	9.1	9.1	27.3	54.5	90.9	I/S	I/S
African-American	189	95.2	24.3	34.3	24.9	16.6	50.9	YES	YES
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	175	96.6	15.3	35.0	28.7	21.0	59.2	N/A	N/A
Disabled	33	84.8	76.9	19.2	N/A	3.8	11.5	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	208	94.7	24.0	32.8	24.6	18.6	52.5	N/A	N/A
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	205	94.6	23.8	32.6	24.9	18.8	53.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	92	96.7	30.9	40.7	18.5	9.9	35.8	YES	YES
Full-pay meals	116	93.1	18.6	26.5	29.4	25.5	65.7	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	208	93.8	38.1	33.7	19.9	8.3	37.6	YES	NO
Gender									
Male	104	91.3	44.3	20.5	22.7	12.5	45.5	N/A	N/A
Female	104	96.2	32.3	46.2	17.2	4.3	30.1	N/A	N/A
Racial/Ethnic Group									
White	13	92.3	9.1	9.1	54.5	27.3	90.9	I/S	I/S
African-American	189	94.2	39.5	35.3	18.0	7.2	34.7	YES	NO
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	175	96.0	28.8	39.1	22.4	9.6	42.9	N/A	N/A
Disabled	33	81.8	96.0	N/A	4.0	N/A	4.0	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	208	93.8	38.1	33.7	19.9	8.3	37.6	N/A	N/A
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	205	93.7	38.0	33.5	20.1	8.4	38.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	92	94.6	45.6	35.4	12.7	6.3	22.8	NO	YES
Full-pay meals	116	93.1	32.4	32.4	25.5	9.8	49.0	N/A	N/A

Abbreviations for Missing Data

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DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 864)				
Retention rate	10.4%	Down from 10.7%	9.8%	9.1%
Attendance rate	95.6%	Down from 96.5%	95.9%	96.0%
Eligible for gifted and talented	13.0%	Down from 21.7%	3.6%	5.8%
With disabilities other than speech	15.8%	Up from 13.0%	14.2%	12.7%
Older than usual for grade	10.2%	Up from 9.8%	11.4%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 1.9%	1.5%	1.6%
Enrolled in AP/IB programs	15.0%	Down from 22.8%	10.3%	10.2%
Successful on AP/IB exams	17.1%		33.3%	53.8%
Annual dropout rate	2.1%	Down from 2.7%	2.8%	2.7%
Career/technology students in co-curricular organizations	5.2%	Down from 5.8%	7.3%	3.6%
Enrollment in career/technology center courses	633	Up from 523	364	466
Students participating in worked-based experiences	12.5%	Up from 11.9%	20.4%	25.7%
Career/technology students mastering core competencies	60.4%	Down from 65.6%	75.5%	77.7%
Career/technology completers placed	98.6%	Up from 98.1%	98.5%	99.3%
Teachers (n= 66)				
Teachers with advanced degrees	54.5%	Up from 46.8%	49.5%	52.0%
Continuing contract teachers	63.6%	Up from 62.9%	81.0%	82.1%
Highly qualified teachers**	75.6%	N/A	90.7%	89.5%
Teachers with emergency or provisional certificates	23.7%		9.0%	8.6%
Teachers returning from previous year	86.4%	Up from 84.2%	85.8%	86.2%
Teacher attendance rate	93.6%	Down from 95.2%	94.7%	95.3%
Average teacher salary	\$42,324	Up 3.6%	\$40,640	\$41,060
Prof. development days/teacher	6.6 days	Down from 7.1 days	10.6 days	10.6 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio in core subjects	23.6 to 1	Down from 24.0 to 1	26.4 to 1	26.4 to 1
Prime instructional time	88.2%	Down from 90.4%	89.1%	90.0%
Dollars spent per pupil*	\$7,039	Up 3.3%	\$6,347	\$6,310
Percent of expenditures for teacher salaries*	58.2%	Up from 58.1%	58.2%	57.9%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	62.4%	Up from 53.1%	92.2%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Columbia High School is a comprehensive high school located in Richland County School District One. Accredited by the SC Department of Education, the Southern Association of Colleges and Schools and the College Board, the school serves approximately 879 students in grades 9-12.

Our school continues to make significant progress as was very much evident during the 2003-2004 school year. For example, the senior class earned close to three million dollars in scholarships, and three seniors were recognized as National Achievement finalists. For the fourth consecutive school year, our AFJROTC unit won the Superintendent's Trophy, and both instructors received the "Outstanding Instructor's Award" from the U.S. Air Force. We also had a student selected to attend the Governor's School next year. Moreover, eight students received the Educational Achievement Award for their outstanding performance on the 2004 HSTW Assessment.

Our instructional program continues to address the need to raise the academic expectations for all students. Primary staff development models to address this need include High Schools That Work and the Principles of Learning. Through training sessions for teachers coupled with delayed opening staff development sessions, we will continue to work on areas to assist us in fostering an environment where all students can be successful at high levels of expectations.

This past school year we administered the new exit exam (HSAP) to all students who have attended high school for at least two years. Our efforts for the upcoming school year will be that of examining and disaggregating test data as a means of addressing strengths and weaknesses that students may have and to focus on reading and writing throughout all subject areas.

Our desire continues to be that of increasing the percentage of students passing various standardized tests. The PTSO and SIC have been very instrumental in promoting more parental involvement in all facets of the school. Along with the administration and faculty, both organizations are working to address student apathy and changing the mindset of all students, as many of them appear comfortable with minimal performance.

MiUndrae Prince, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	55	115	27
Percent satisfied with learning environment	66.7%	57.0%	70.4%
Percent satisfied with social and physical environment	78.2%	63.7%	59.3%
Percent satisfied with home-school relations	31.5%	73.5%	44.4%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.